DOCUMENT RESUME

ED 235 876 PS 013 777

AUTHOR Kodama, Taketoshi
TITLE Preschool Education in Japan. NIER Occasional Paper 04/83.
INSTITUTION National Inst. for Educational Research, Tokyo (Japan).
PUB DATE Mar 83
NOTE 23p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Educational Objectives; *Educational Policy; Federal Government; Foreign Countries; *Kindergarten; *Nursery Schools; *Preschool Curriculum; Preschool Education; *Preschool Teachers; Teacher Education; Teacher Qualifications; Teacher Salaries
IDENTIFIERS *Japan

ABSTRACT

Several topics related to the provision of preschool education in Japan are discussed. First detailed are the history and present situation of the preschool education system; both kindergartens as well as nursery schools are described. The second section focuses on the teaching content of kindergartens and nursery schools, specifying goals related to curriculum areas. Kindergarten teachers and nursery school teachers are discussed in the third section; topics include training, qualifications, and salaries and allowances. The final section describes national government policies for the preschool nursing system. Relationships between kindergarten and nursery school and areas of cooperation between kindergarten and the elementary school are discussed. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED235876

NIER OCCASIONAL PAPER 04/83

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

PRESCHOOL EDUCATION IN JAPAN

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Hiroshi Kida
Nat. Inst. of Educ: Research
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PS 013777

Section for Educational Co-operation in Asia
NATIONAL INSTITUTE FOR EDUCATIONAL RESEARCH OF JAPAN
5-22 Shimomeguro 6-chome, Meguro-ku, Tokyo.
March 1983

N O T E

This paper was prepared originally in Japanese for translation into English for dissemination under the NIER's Information Services Programme among Unesco Member States in Asia and the Pacific.

The original paper was written by Mr. Taketoshi Kodama, Senior Specialist of the Kindergarten Education Division of the Elementary and Secondary Education Bureau of the Ministry of Education, Science and Culture.

1. History and Present Situation of Preschool Education System

The institutions bearing great responsibility for child-nursing and child-education are kindergartens and nursery schools which have developed from different backgrounds.

Kindergarten has its inception in 1872 at the time when the Government Order of Education was instituted. In the same year, the first kindergarten was established based on the concept that infant education is the basis for all kinds of education which was advocated by some forerunners in the Ministry of Education, Science and Culture. This was followed by many other kindergartens.

On the other hand, nursery schools were started by charitable people to help working mothers by caring for their children and by employers of working mothers who opened a day-care nursery attached to their factories. This then was approved by the Ministry of Interior Affairs as part of social service. After World War II, these child-care institutions obtained legal status as nursery schools under the Child Welfare Law. Ever since then, nursery schools have been developing under the auspices of the Ministry of Health and Welfare.

(1) Kindergartens *(Yochien)*

The first kindergarten established in 1876 was a national kindergarten attached to the Tokyo Women's Normal School. This kindergarten was founded prior to the elementary school attached to the same school, in the light of the importance of child-education as the basis for all education and a necessity as a model of kindergarten to the nation. This first kindergarten still exists today.

The purpose of kindergarten education was to offer around a 4-hour education every day to preschool children, three years old and above, in fostering their all-round physical and mental development. The basic concept of preschool education has been inherited to date.

In pre-war days, the laws for school education were enacted separately according to the type of school such as the Kindergarten Order, the Elementary School Order, etc. After the war, all laws pertaining to school education were integrated into the School Education Law in 1947.

1) Spread of Kindergartens

One-year kindergarten education was the main stream until around 1960 (for 5-year old children), then two-year education from 4-year old children came to the fore. At present, three-year education starting from 3-year old children is on the increase.

The enrollment rate of 5-year olds was the highest with 10% in 1941 in pre-war days, that is, one out of 10 elementary school pupils had finished preschool education. The rate in 1982 is around 65% and the enrollment rates of 4-year and 3-year olds are around 50% and 10%, respectively.

2) Standards for Class Size

Like elementary schools, kindergartens have "one teacher in charge of one class" system. One teacher takes whole responsibility of a class. The Standards for the Establishment of Kindergartens stipulates that the number in a class should be less than 40 in principle and that the class should be organized agewise, for 3-year olds, 4 year-olds and 5-year olds, respectively. Although the number of teachers assigned to one class is only one, it is often the case that in the classes for 3-year old children they have less than 40 children or they have more than two teachers.

3) The number of Kindergartens

The number of kindergartens throughout Japan in 1982 is shown in the following table:

Classification		Total	National	Public	Private
Number of kindergartens		15,152	48	6,197	8,907
Number of classes		74,571	221	19,910	54,440
Enrollment	Total	2,227,550	6,571	570,929	1,650,050
	3-year olds	192,191	964	4,303	186,924
	4-year olds	896,760	2,842	181,063	712,855
	5-year olds	1,138,599	2,765	385,563	750,271
Number of teachers (full time)		99,587	272	27,244	72,071

National kindergartens are those attached to national universities. Among the public kindergartens, ten are attached to universities and junior colleges, and the rest are independent ones with a very few attached to upper secondary schools. Only 220 among the private ones are attached to universities and junior colleges, while a great majority are independent kindergartens.

The total number of 15,000 kindergartens is much less than that of elementary schools which is 25,000. This gap is supplemented, as expained later, by nursery schools.

The ratio of public and private kindergartens is 4 to 6, but that of children enrolled is 3 to 7. This disparity is due to the difference in scale of the public and private institutions.

The average number of children in a class is 29.9 persons for both public and private kindergartens. The number of children to a teacher is 22.4 persons on the average.

Of the total number of teachers, around 6,000 are men. Of this, except for those in the position of principal, the number of men actually teaching (as vice-principals, teachers and assistant teachers) is about 1,200.

The fees for admission and tuition that parents pay is ¥45,773 a year for public kindergartens and ¥165,488 for private as of 1982. The national as well as prefectural governments subsidize both private kindergartens and the parents sending their children to private kindergarten to reduce the financial burden.

(2) Nursery Schools *(Hoikusho)*

The first day-nurseries *(Takujisho)* in Japan is said to have been established around 1890. This then was improved to become a nursery school by strong demands of working mothers.

The early day-nurseries were started by the private sector. Since 1909, the establishment of such facilities has been promoted as the Ministry of Internal Affairs began subsidizing the establishment as a means of improving family life of workers and enhancement of productivity, and the protection of families of deceased soldiers. Around 1919, local governments - cities, towns and villages - also started to establish nursery schools.

The day-nursery was legally included as a facility for social welfare when the Law of Social Service was enacted in 1938, and thereby recurrent expenses came to be subsidized by the government. During the war, some kindergartens were also turned to day nurseries.

In 1947, the Child Welfare Law was enforced, and the day-nursery under the Social Service Law came under the new law as a kind of child welfare institution with a change of name accordingly from day-nursery to nursery school.

The nursery school is defined as an institution for nursing children between the ages of zero to eighteen for eight hours a day in principle upon the request of parents/guardians who are unable to do so because of their employment or illness. The fees should be paid by parents/guardians in principle, however, reduction and exemption are considered depending on the scale of their income. The rate of subsidy for recurrent expenses from the

national and local governments is quite high as that of the Livelihood Protection Law.

1) Spread of Nursery School

According to the survey by the Ministry of Health and Welfare in 1976, the rate of children between infancy and school-going age in need of nursing is 18.6%. The breakdown of mothers wishing day care of their children by occupation is higher among those in administrative jobs (61.9%), service industry (46.9%) and sales (44.6%) and lower among those in farming and fishing.

The enrollment rate in nursery school by age in 1976 was, 19.1% among the 3-year old children, 27.4% among the 4-year olds and 25.4% among the 5-year olds. Together with that in kindergarten, the total percentage of children getting preschool education in 1976 is shown below:

Table Enrollment in Kindergartens and Nursery Schools (1976)

Classification	Enrollment		
	Total	Kindergarten	Nursery School
Total	63.5	39.6	23.9
3 year olds	25.7	6.6	19.1
4 year olds	76.1	48.7	27.4
5 year olds	90.0	64.6	25.4

Source: Joint Survey by the Ministry of Education, Science and Culture and the Ministry of Health and Welfare

2) Standards for Class Organization

Those engaged in education work at the child welfare institutions are generally called nursery school teachers. The employment, hitherto occupied by women, was opened for men in 1977. The ratio of nursery school teachers to infants and children below 3-years old is fixed to be 1 or more to 6, that for the 3-year olds 1 or more to 20, and for the 4-year olds and above is 1 or more to 30. In 1980, a teacher takes care of 11.2 children on the average.

3) The Number of Facilities

The distribution of existing preschool education facilities in 1980 is shown in the following table:

Table Number of Nursery Schools by Establishing Body (1980)

Classification	Number of Nursery Schools
National	-
Prefectural	27
Designated cities	850
Municipal (cities, towns, villages)	12,687
Social welfare corporations	6,448
Incorporated bodies, foundations, Red Cross Society	477
Other corporations	528
Others	1,019
Total	22,036

Source: The Ministry of Health and Welfare

Of the total number of nursery schools, 61.6% are public, i.e. prefectural, designated cities, municipal and the rest of 38.4% are private; and 59.5% of those enrolled are in public nursery schools while 40.5% are in private facilities. Of the total enrollment of 1,996,082, those identified as "in need of day-care" due to the parents'/guardians' employment or illness numbered 1,977,879 (99.1%). The remaining 18,203 are those allowed to enter, as far as space is available for them upon request of parents/guardians not necessarily in need of day-care services, based on private contract between the parents/guardians and the establishment. When seen by age group, children under 3 years old stand 15.0% as against 85% of those over 3 years old. Since these figures are based on the statistics of October 1, 1980 the ratio of those in nursery schools in applicable age groups of 3-5 years old for kindergartens as of April 1, 1980 is estimated to be 75.3%.

The total number of full time nursery school masters and nursery school teachers is around 194,000. It is not made clear as to the number of men teachers, but those men who obtained a certificate of nursery school teachers between 1977 and 1980 number about 500.

The expenses for nursery schools are met by the municipality (cities, towns and villages), whether or not they are public or

private. The municipal governments are supposed to collect tuition fees from the parents/guardians according to the scale of their income. The standard monthly tuition is suggested by the national government. The scale of tuition in 1982 ranged from free of charge, for the families under the Daily Livelihood Protection Law, to ¥41,210 the highest. The national government subsidizes the cities, towns and villages eight-tenths of the balance, which is the total expenses made by the cities, towns and villages with reduction of the total amount of payment by parents/guardians. The prefectural government subsidizes one tenth of the same balance.

2. Teaching Content

1) Kindergarten

When the School Education Law enacted in 1947 as the basis of new education, the educational purpose of kindergarten was revised, based on the 70 years' experience and modern view of preschool education. In fact, it was a further development to the pre-war regulations. In other words, the purpose of kindergarten education is to bring up children, develop their minds and bodies, and providing them a suitable environment (Article 77 of the School Education Law). In order to achieve its aim, the following five objectives are stipulated in Article 78 of the same law.

a) To cultivate everyday habits necessary for a sound, safe and happy life to effect a harmonious development of the physical body;

b) To make children experience in the kindergarten a group life and to cultivate willingness to take part in it as well as the germ of the spirit of co-operation and independence;

c) To cultivate the germ of right understanding of and right attitudes toward the surrounding social life and happenings around themselves;

d) To guide the right use of the language and foster an interest in fairy tales and picture books; and

e) To cultivate their interest in expressing themselves through music, dances, pictures and other means.

In the line to the above-mentioned objectives, the standards of teaching content of kindergarten is expressed in the Course of Study for Kindergartens which is a notification from the Ministry of Education, Science and Culture. Unlike elementary school education which has subject-wise Japanese Language, Social Studies and

Arithmetic, etc., teaching content at kindergarten covers 137 main items necessary for child education. These items taken up from the child's practical life and considered common to the child in general are divided into 6 areas; Health, Social Life, Nature, Language, Music and Rhythm, Picture and Crafts. For practice, each kindergarten selects the education method needed to realize its aim, and it offers to its children experiences and activities, inviting their interests and participation. As it is seen, education at kindergarten is quite different from elementary school education. This is because children in these age groups understand matters only after actual experiences or practices, and they are not yet able to make an abstract, analytic thinking or generalization.

The 137 items of the six areas of kindergarten education curriculum can further be outlined as follows:

Health

a) To acquire habits and attitudes for a healthy life. (10 items)

b) To get interested in various sports and to participate in them. (8 items)

c) To acquire habits and attitudes necessary on safety. (5 items)

Social Life

a) To acquire habits and attitudes desirable to become independent. (7 items)

b) To acquire habits and attitudes desirable for social life. (13 items)

c) To cultivate concern and interest in happening in society and around them. (7 items)

Nature

a) To cultivate affection toward animals and plants around them and to become familiar with nature. (4 items)

b) To cultivate concern and interest in natural phenomena as to actually observe, think and touch with their hands. (7 items)

c) To acquire simple skills necessary to be adapted in daily life. (3 items)

d) To have concern and interest in numbers and shapes. (7 items)

Language

a) To be able to understand words and sentences that others speak. (5 items)

b) To be able to speak about what one experiences and thinks. (8 items)

c) To be able to use properly words necessary in everyday life. (6 items)

d) To become familiar with picture books and picture card to enrich creativity (3 items)

Music and Rhythm

a) To enjoy expression by singing or playing musical instruments freely and easily. (8 items)

b) To enjoy rhythm of movement and expression freely and easily. (7 items)

c) To be familiar with music and be interested in listening to it. (6 items)

d) To try to express in sound and rhythmic movement what one feels and thinks. (5 items)

Picture and Crafts

a) To enjoy expression by drawing, and painting pictures and making something with their fingers. (5 items)

b) To try to express what one feels and thinks in some ways. (5 items)

c) To use various materials and tools. (4 items)

d) To cultivate concern and interest in beautiful things. (4 items)

2) Nursery Schools

The nursery school aims at caring for the child who cannot receive enough care at home because of the mother being employed, or ill and others. Its basic role is to substitute the child-care function played by the mother at an ordinary family. But actual work is far beyond this basic mother-substitution.

Based on specialized knowledge, it fosters mental and physical functions of children and nurtures their creativity, independent and co-operative spirit to promote their all-round personal development. These different functions are correlated and integrated in practice.

Since kindergarten and nursery school accept the children of the same age groups, both responsible government offices of the Ministry of Education, Science and Culture and the Ministry of Health and Welfare had a consultation in 1963, and reached the following agreement:

a) The two institutions have clear divisions of work. The kindergarten aims at providing school education to children while a nursery school nurses children who cannot receive enough care at home due to some reasons. (Education of course is included as an indispensable part of nursing in the nursery school.)

b) Of the various activities organized by the nursery school, it is desirable for the nursery school to be based on the Curriculum Standards for Kindergartens when it undertakes educational activities. This applies only to the children in the same age groups as those of kindergarten going children.

Following this agreement, in 1965 the Ministry of Health and Welfare issued "A Guideline for Nursing at Nursery Schools" which read that educational programmes should be based on the Curriculum Standards for Kindergartens, as a reference for nursery schools.

In the Guideline for Nursing, the following objectives are given so that children with many potentials may live their present life best and cultivate the basic ability to build a better society;

a) To help children settle emotionally in a relaxed atmosphere and to foster their mental and physical development harmoniously;

b) To nurture basic habits and attitudes for health and maintain a safe everyday life in a fully protected environment;

c) To encourage children to take part in plays and activities to nurture their independent and co-operative attitude;

d) To arouse their interest in natural and social phenomena;

e) To teach them the right use of language with a rich vocabulary;

f) To nurture their creativity through various activities of self-expression; and

g) To cultivate their sentiments and the base for thinking and the seeds of morality through various phases of life.

In order to achieve the above objectives, the curriculum at a nursery school is divided roughly into two areas of activities: one is "life" which relates chiefly to daily activities, and the other is "play" which fosters mental and physical development. The teaching contents are further divided according to age and developmental stage of children. For 3 - 5 year old age groups six areas based on the Curriculum Standards for Kindergartens, i.e. Health, Social Life, Language, Nature, Music and Crafts are covered comprehensively in each activity.

The content of curriculum for nursing as set forth in the Guideline for Nursing at Nursery Schools indicates 85, 87, and 77 items as necessary for children of four, five and six years of age, respectively. The contents of curriculum for 4-year old children, for example, are as follows:

Health

a) Health care. (14 items)

b) Safety. (4 items)

c) Exercise. (7 items)

Social Life

a) Individual life and social life. (12 items)

b) Social phenomena. (8 items)

Language

a) Hearing and speaking. (10 items)

b) Fairy tales, picture books, broadcasting and others. (3 items)

Nature

a) Natural phenomena and others. (6 items)

b) Number, quantity, shape and others. (4 items)

Music (9 items)

Crafts (8 items)

3. Kindergarten Teachers and Nursery School Teachers

1) Training of Kindergarten Teachers

The responsibility of kindergarten teachers is to provide children from three years old to five years old with an appropriate environment, to prepare activities for them in fostering their mental and physical development. Also, teachers are requested to be advisors of children's education at home, to make classroom and home more closely related.

Therefore, teachers should have a good personality, liked by children and trusted by their parents. Teachers should be concerned on child education and also intelligent. In addition, they are expected to have - a) an understanding on the mental and physical development of the child; b) knowledge and views on child education; c) understanding on the traits of kindergarten education; d) knowledge, practices and professionalism; and e) teaching method.

To ensure teachers with the professionalism and technique is very important to maintain and improve the educational standards at school. For this purpose, a teacher certificate system is adopted from kindergarten level to upper secondary school level. A certificate for kindergarten teachers is obtainable generally by taking fixed credits at universities (including junior colleges and teacher training institutions designated by the Minister of Education, Science and Culture).

In 1982, there were 374 institutions authorized by the Minister to give certificate for kindergarten teachers, i.e. 96 universities, 227 junior colleges and 51 designated teacher institutions. Around 55,000 received certificates this year, and about 10,000 of them were employed at kindergartens.

2) Qualification of Kindergarten Teachers

Certificates of kindergarten teachers are classified into first and second classes. A way of getting teachers' certificate is to obtain designated credits at universities or others, and the other way is for the second class certificate holders to get first class certificate by passing the Teacher Certificate's Examination conducted by the prefectural boards of education.

a. Acquiring a Kindergarten Teachers' Certificate at Universities and Other Institutions

Before getting a teachers' certificate, one must have the following basic qualifications according to the type of certificate she/he needs.

Types of Certificates and Needed Credits

Type of certificate	Qualification	Basic qualification for certificates	Minimum required credits	
			Specialized subjects	
			Teaching subjects	Professional subjects
Kindergarten teacher	1st class	B.A.	16	28
	2nd class	To be enrolled in a university for more than 2 years and have more than 62 credits, two of which must be in Physical Education	8	18

Types of Certificate and Specialized Subjects

Subjects and others	1st class certificate	2nd class certificate
Specialized subjects		
Specialized subjects of elementary school	4 credits each for Music, Arts and Handicrafts, and Physical Education .... 16 credits.	2 credits each for Music, Arts and Handicrafts and Physical Education .... 8 credits.
Professional subjects		
Education principle	4	2
Educational psychology and child psychology	4	2
Study on teaching content of nursing	12	8
Teaching practice	4	4
Other subjects	4	2
Total	28	18

b. Obtaining a Higher Class Certificate through the Teacher's Certificate Examination

An opportunity is open to second class certificate holders having worked as kindergarten teachers for some designated years, and with good records. To attain for higher class certificate, one must obtain additional credits at a university or others. The process is shown as follows:

Certificate to be obtained	1st class kindergarten teacher's certificate
Necessary qualification	2nd class kindergarten teacher's certificate
Practical experience: Minimum length of service to get a letter of certificate by the responsible authority to verify that the examinee has worked as a kindergarten teacher at a kindergarten (or kindergarten department of special schools) after the acquisition of 2nd class kindergarten teacher's certificate	5 years
Academic ability: Minimum additional credits after the acquisition of 2nd class certificate	45 credits

Note: "Responsible authority" refers to President of universities in case the kindergarten is attached to a national or public university, to the local board of education establishing the kindergarten in case of other public kindergartens, and to the Governor of prefecture in case of private kindergartens.

In case an examinee worked longer than 5 years, the person is allowed to count a year exceeding five years for 5 credits, and reduce up to 15 credits from the 45 credits minimum requirement. And if one worked as a kindergarten teacher for more than 15 years after getting a 2nd class certificate, the person is eligible for the higher class certificate with no additional credits at university. Credits can be obtained not only by attending regular courses at a university (either in full-time, evening class or correspondence courses) but also by taking a Certificate of Authorization Course approved by the Minister

of Education, Science and Culture.

There exists an exceptional measure to give a temporary kindergarten teacher's certificate to upper secondary school leavers through a teacher's certificate examination conducted by the prefectural board of education, to allow them to work for a certain period of time (3-6 years) within the prefecture. This system, however, is not practised these days because of the present demand-supply relation of kindergarten teachers.

3) Salaries and Allowances of Kindergarten Teachers

Salary scales and the types and amounts of allowances for national school teachers are set forth by law, and those for prefectural and municipal school teachers are determined by bylaws of the prefecture or municipality. Salary scales provided for by prefectural and municipal bylaws are based on the salary scales for national school teachers. Consequently, the salaries of public school teachers do not vary so much among different prefectures and municipalities.

There is no unified, nation-wide salary scale for teachers, yet, salaries and allowances of teachers at national and public schools are treated preferentially in many ways compared with other public employees.

Salaries of national and public kindergarten teachers are based on the salary scale of elementary and lower secondary school teachers, and salaries of private kindergarten teachers are determined by respective establishments by referring to the salaries of national and public kindergarten teachers.

4) Training of Nursery School Teachers

The role of a nursery school is to perform the responsibility of the national and local governments in sharing in the development of the child in case the parents/guardians are unable to nurse their child well enough for some socially acceptable reasons. The basic function, therefore, is to substitute the nursing function of parents/guardians at home where children are not well looked after. In fact, the work of a nursery school is not limited to this basic guardian - substitution. It has functions to foster children's mental and physical activities according to their age and developmental stage, based on professional knowledge, and at the same time, to positively cultivate their creativity, independent and co-operative spirit in order to foster an all-round personality development of children who lack nursing at home.

The nursery school teachers are those who engage in nursing children at child welfare facilities (14 types such as infant

homes, facilities for the visually and hearing handicapped, the physically handicapped, the mentally retarded, and reformatory schools). The age range of children to be nursed is from zero to eighteen years old.

Besides the quality for kindergarten teachers, knowledge on infant-caring, infant health, counselling for infant and child care, nursing the handicapped, case work and others is demanded of nursery school teachers.

The training of nursery school teachers has been conducted by the Nursery School Teacher Training Institutes approved by the Ministry of Health and Welfare which requires for admission basic qualification of upper secondary school graduation or equivalent, and more than 2 years of training. Along with the graduates of such institutes, nursery school teachers have been ensured by those who passed the Nursery School Teachers' Examination which is open to anyone with upper secondary school graduation or equivalent. Since 1973, those who have obtained the prescribed credits at the child education department, the child welfare department, and the child nursery department of universities and junior colleges have come to be given nursery school teacher's certificate.

In 1982, there exist 332 training institutes in total, namely, 18 universities, 212 junior colleges and 102 designated institutes. Around 45,000 people receive nursery school teacher's certificates including those who pass the Nursery School Teacher's Examination, and 22,000 among them are employed at nursery schools.

5) Qualification for Nursery School Teachers

a. Subjects at Nursery School Teacher Training Institute

The subjects and credits required to obtain a nursery school teacher's certificate as prescribed by the Ministry of Health and Welfare are professional subjects of 52 credits consisting of 20 compulsory subjects with 44 credits and 5 elective subjects with 8 credits from among 16 subjects, in addition to the general education subjects and Physical Education required by junior colleges.

Compulsory subjects and elective subjects are listed below:

Compulsory Subjects

Areas	Subjects	Credits
Welfare	Social Welfare I (lecture)	2
	Social Welfare II (seminar)	2
	Child Welfare (lecture)	2
Nursery and Education	Educational Principle I (lecture)	2
	Nursery Principle I (lecture)	4
	Nursery Principle for the Handicapped I (lecture)	2
	Child Nursery Practice (practice)	4
Psychology	Child Psychology (lecture)	2
	Educational Psychology (lecture)	2
Health Care	Infant Health Care I (lecture)	4
	Infant Health Care (practice)	1
	Mental Hygiene (lecture)	2
	Infant Nourishment (lecture)	2
	Infant Nourishment (practice)	1
Teaching Content	Health (seminar)	1
	Social Life (seminar)	1
	Nature (seminar)	1
	Language (seminar)	1
	Music and Rhythm (seminar)	1
	Picture and Crafts (seminar)	1
	Infant Caring I (lecture)	2
Basic Skills	Music I (seminar)	2
	Arts and Handicrafts (seminar)	2
	Physical Education (seminar)	2

Elective Subjects

Areas	Subjects	Credits
Nursery and Education	Nursery Principle II (lecture)	2
	Nursery Principle for the Handicapped II (lecture)	2
	Nursery Practice II (practice)	2
	Nursery Practice III (practice)	2
Psychology	Youth Psychology (lecture)	2
	Infant Psychology (seminar)	2
	Clinical Psychology (seminar)	2
Health Care	Infant Health Care II (lecture)	2
Home Economics	Home Management (lecture)	2
Teaching Content	Health (seminar)	1
	Language (seminar)	1
	Music and Rhythm (seminar)	1
	Picture and Crafts (seminar)	1
	Content of Nursing the Handicapped (seminar)	2
	Infant Care II (seminar)	2
Basic Skills	Music II (seminar)	2

b. Examination Subjects for Nursery School Teachers

Each prefectural government conducts an examination for nursery school teachers under a commission of the national government. Subjects included in the examination are:

Social Welfare Service in General

Outline of Child Welfare Service

Child Psychology and Mental Hygiene

Hygienics and Physiology

Medical Science for Nursing and Its Practice

Nutrition and Its Practice

Theory of Child Nursing

6) Salaries and Allowances for Nursery School Teachers

No special salary scale applied only for nursery school teachers working for social welfare facilities is existing. Their salaries are paid according to the salary scale for public employees engaged in clerical and technical work. Speciality and difficulty involved in the work are taken into consideration and preferential adjustment with special allowances is made, as in the case of kindergarten teachers. Slaries for private nursery school teachers are generally determined in reference to the salaries of public employees.

4. The National Government Policies for Preschool Nursing System

(1) Relations between Kindergarten and Nursery School:

The Division of Functions

The purposes and nature of kindergartens and nursery schools are clearly defined legally in that the role of the kindergarten is to give children school education at primary stage based on the School Education Law, while the nursery school provides childcare for those who are lacking it based on the Child Welfare Law. Supplementary relationship can be observed when looking at the enrollment of the two types of institution. Where the enrollment in kindergartens is low, that in nursery schools is high and vice versa. This fact indicates that both are comparatively small scale facilities closely adhered to the community, the establishment and practical administration of such facilities are not strictly implemented in the way as is prescribed in the laws, because of the needs of the community and historical background. Other problems such as regional maldistribution of two facilities and confused administration were also pointed out. While discussing these problems, the unification of kindergarten and nursery school was proposed and many concerns and views were expressed. These are summed up as follows:

1) Levelling up the educational standards of nursery school;

2) Educational hours at kindergarten;

3) Improvement of subsidies for both kindergartens and nursery schools;

4) Financial responsibility of the local governments and the parents/guardians; and

5) Qualification, salaries and allowances of kindergarten and nursery school teachers.

With regard to the concrete measure of unification, opinions vary from a drastic reformation of the system itself to minor modifications within the existing system.

In 1963, the means of coordinating kindergarten and nursery school education was presented by a notice among the concerned Director-Generals of the two Ministries: The Ministry of Education, Science and Culture and the Ministry of Health and Welfare. Based on it, the improvement and expansion of both types of facilities, adjustment of their educational and nursing content and improvement of training of nursery school teachers have been implemented since then.

The Round-table Meeting on Kindergarten and Nursery School composed of scholars and interested individuals requested by the two Ministries had been discussing this problem and they published the report of their discussion in 1981. In the report, they analyzed that both institutions had different purposes and functions and that it is not a simple matter to unify them under the present conditions.

It is therefore hoped that kindergartens and nursery schools should be further improved and established where they are needed so that all the infants who need to be cared for may be accommodated.

For the improvement of present situation of both types of institution, the following points are suggested:

Kindergartens:

1) To establish kindergartens in all cities, towns and villages where they are non-existent;

2) To reduce the financial burden of parents; and

3) To introduce hour-based nursing by making use of kindergarten facilities.

Nursery Schools:

1) To promote longer hours of nursing, night-time nursing and increased infant-nursing;

2) To introduce temporary nursing; and

3) To submit a progress record and the like to elementary schools where children are to be enrolled.

Furthermore, it would be a problem in the future how the Ministry of Education, Science and Culture and the Ministry of Health and Welfare can reflect the proposals made by the Round-table Meeting to organize joint in-service training courses/seminars for both teachers of kindergartens and nursery schools, and to hold meetings of the concerned offices of the local governments to co-ordinate the work of two different institutions.

(2) Co-operation between Kindergarten and Elementary School

In order to foster a smooth entrance for kindergarten graduates to elementary schools, and to achieve the objectives of kindergarten and elementary school education more effectively, some measures are being provided as follows:

1) To send the growth and progress report of children at kindergartens to the elementary schools they are enrolled;

2) To organize liaison meetings between kindergartens and elementary schools;

3) To organize joint in-service training courses/seminars for kindergarten and elementary school teachers; and

4) To commission a research study on educational content and method covering kindergarten and lower grades of elementary school and to designate pilot schools/ kindergartens for such research study.